

Special Circumstance Instructional Assistants Reference Procedural Handbook

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First and foremost, the goal for any special needs student is to encourage, promote, and maximize independence.



Policy and Guidelines for Related Services of Special Circumstance Instructional Assistants

I. Guiding Principles

A. Rationale

Every school district within the Riverside County SELPA is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA '97) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (CFR 300.551 (b) (1)). Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are **not** disabled, and that children are removed from the regular education environment **only** when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

B. Special Circumstance Assistance/Support

By law, services to students with special needs must be delivered in “the least restrictive environment.” When an IEP Team is considering special circumstance support for a student, all aspects of the student’s program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and the implementation of the student’s program.

C. Factors for Special Circumstances

Whenever special circumstance support is being considered by an IEP Team for a student with special needs, the following factors need to be considered:

Personal Independence

First and foremost, the goal for any special needs student is to encourage, promote, and maximize independence. If not carefully monitored, special circumstance assistance can easily and unintentionally foster dependence. A student’s total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for special circumstance instructional assistance are:

1. Health/Personal Care Issues
2. Behavior Support
3. Instruction
4. Inclusion/Mainstreaming

D. Related Services

California's related services as defined in Education Code and Title V regulations are referred to as Designated Instruction and Services or DIS.

Although the phrase Related Services (300.26) was not defined in previous federal law, IDEA 1997 defines it as signifying the utilization of aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with 300.550-300.556. This applies to any regular education program or special education program in which the student may participate, (34 CFR Part 300, Appendix C).

1. IEP teams need to identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be included in the IEP document.
 - a. The related service is necessary for the child to benefit from his/her special education program;
 - b. The program modifications or supports for school personnel are necessary to assist the child, and
 - c. The related service will assist the child to:
 - ◆ Advance appropriately toward the annual goals
 - ◆ Be involved in and progress in the general curriculum;
 - ◆ Participate in extracurricular and other nonacademic activities; and,
 - ◆ Be educated and participate with other disabled and non-disabled children
2. The IEP team shall address the means for evaluating whether the related service assists the child to advance toward goals.
3. The IEP needs to address the duration of services. A short-term instructional assistant could be used for an evaluation period not to exceed eight weeks.
4. The IEP must also include a statement of the anticipated frequency and duration for the services and modifications (1414(d)(1)(A)(iii)).
5. When additional personnel support is required, the IEP team needs to periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored and what interventions will be implemented in order to address the need for additional personnel.
6. For services requiring additional personnel support as a result of a child's behavioral difficulties, the child's IEP needs to include appropriate goals and objectives. In addition, a behavioral plan should be developed, or if appropriate, a Behavioral Intervention Plan should be developed in accordance with Sections

3001 and 3052 in Title V, California Code of Regulations. The behavior plan needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.

7. When determining a need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by a regular and or/special education teacher specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition to other available classroom resources and supports.
8. When a need for additional support is due to medical need, a specialized health care plan will need to be developed, (refer Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils).
9. The IEP team is responsible for determining the need for specialized transportation. Any additional personnel needed to support special education students receiving specialized transportation shall be documented and, if recommended by the IEP team, reviewed to determine if the increase in support personnel can be modified, based on appropriate alternatives available.
10. When a special circumstance assistant is being considered for a specific student, a district representative shall be required to participate in the decision making process of the IEP meeting.
11. For the student already enrolled in SH programs, personnel shall complete the "*Evaluation to Determine the Need for Assistance*" form, and with the administrator, psychologist, or lead teacher submit this document to the appropriate supervisor for discussion purposes prior to the IEP meeting.

II. Procedures/Administrative Guidelines

A. Determining the Need for Special Circumstance Instructional Assistants

If after completing the "*Evaluation to Determine the Need for Special Circumstance Assistant*" form, the team finds there is a need for additional classroom support, an IEP meeting needs to be scheduled. The IEP needs to include the following:

1. Goals and objectives that address the skills that need to be taught in order for the special circumstance assistance to be faded. If the decision is to increase IA support, it is written on the IEP with specific goals and objectives monitoring strategies, fading strategies, and review dates.
2. The schedule for review of the student's program, which leads to the fading of the special circumstance support. It is recommended that the team meet every 3 to 6 months, except for the cases of extreme medical needs.

3. In the case of health and safety emergencies, administrators can approve immediate additional support.

B. Careful/Thorough Planning

Children require different levels of support and a plan must be developed and monitored in accordance with the individual's unique needs and the particular setting. It is important for the plan to specify the conditions and circumstances under which special circumstance assistance appears appropriate for a student. Regardless of the circumstances, which may indicate the need for special circumstance support, it is imperative for every plan to address:

1. The skills that need to be taught in order for special circumstance assistance to be faded.
2. A regularly scheduled review of student program which will lead to the fading of special circumstance support.
3. Definition of the role of special circumstance assistance as well as the role of the teacher and any other adult interfacing with the child in the educational setting.

School teams need to be creative in using natural supports to the maximum extent possible. Team members and IEP implementers need to share ideas, expertise and resources in planning as well in carrying out the needed support/assistance for the identified special needs students.

C. Funding Options for Special Circumstance Instructional Assistants

1. Timelines
 - a. For the fiscal year 1999-2000, to ensure parity among SELPA-member districts, all special circumstance instructional assistants for students served in the county-operated SH Student Program will be funded by both the SH Student Program and SELPA regionalized service dollars. The SELPA will cover only the excess costs of the Instructional Assistants.
 - b. For Fiscal Year 2000-2001, the districts of residence will be fiscally responsible for special circumstance IAs. Districts will have three methods of payment for the IAs:
 - ♦ District of residence hires the IA.
 - ♦ District of residence contracts with RCOE to provide the IA pursuant to RCOE's personnel policies and practices related to employment of IAs.
 - ♦ If a student resides in an LCI, SELPA will work with RCOE and district of residence in providing alternative delivery services through a nonpublic agency.

- c. For Fiscal Year 2000-2001, the funds earmarked for special circumstance IAs in the SH Student Program Budget will be transferred to each SELPA-member district based on prior year K-12 ADA.

2. Guiding Principles

- a. The instructional assistants' number of hours of employment shall be based on the child's schedule and requirements of his/her IEP.
- b. The employer of the assistants shall be responsible for any legal compliance/due process, liability, supervision, and other employee related requirements (e.g. vaccines, fingerprinting, evaluation, etc.).
- c. Training of the assistants will be a shared responsibility of the district and RCOE based on the students' needs.

3. Fiscal Responsibility

The fiscal responsibility for special circumstance instructional assistants is with the student's district of residence. There are three methods to fulfill this fiscal responsibility.

- ♦ District provides the assistant.
- ♦ District contracts with RCOE to provide the assistant and RCOE invoices the district twice a year.
- ♦ LCI student – SELPA makes arrangements.

4. RCOE Provided Special Circumstance Instructional Assistants.

- a. When RCOE employs the special circumstance instructional assistant for a specific student, districts are invoiced twice per year.
- b. Final decision regarding the type of employee will rest with RCOE. RCOE will be as flexible as possible when providing special circumstance assistants within the framework of Education Code and Fair Labor practices. Consideration will be given to options such as temporary assistance, two three-hour assistants, use of an outside vendor/agency, and finally a permanent position.
- c. The following RCOE Personnel Criteria will be used to determine whether the special circumstance assistant should be a temporary or permanent position (§EC 44920, §EC 45103, §EC 44919, § EC 44920).
 - ♦ “Substitute employee”: Replacing a classified employee who is absent: maximum 195 working days, including holidays, sick leave, vacation, and other leaves of absence.
 - ♦ “Substitute employee”: Filling a vacancy while recruiting; not to exceed 60 calendar days.

- ◆ “Short-term employee”: Employed to provide a service, upon the completion of which, the service will not be extended or needed on a continuing basis. RCOE limit 60 working days.
- ◆ Professional expert employed on a temporary basis for a specific project.

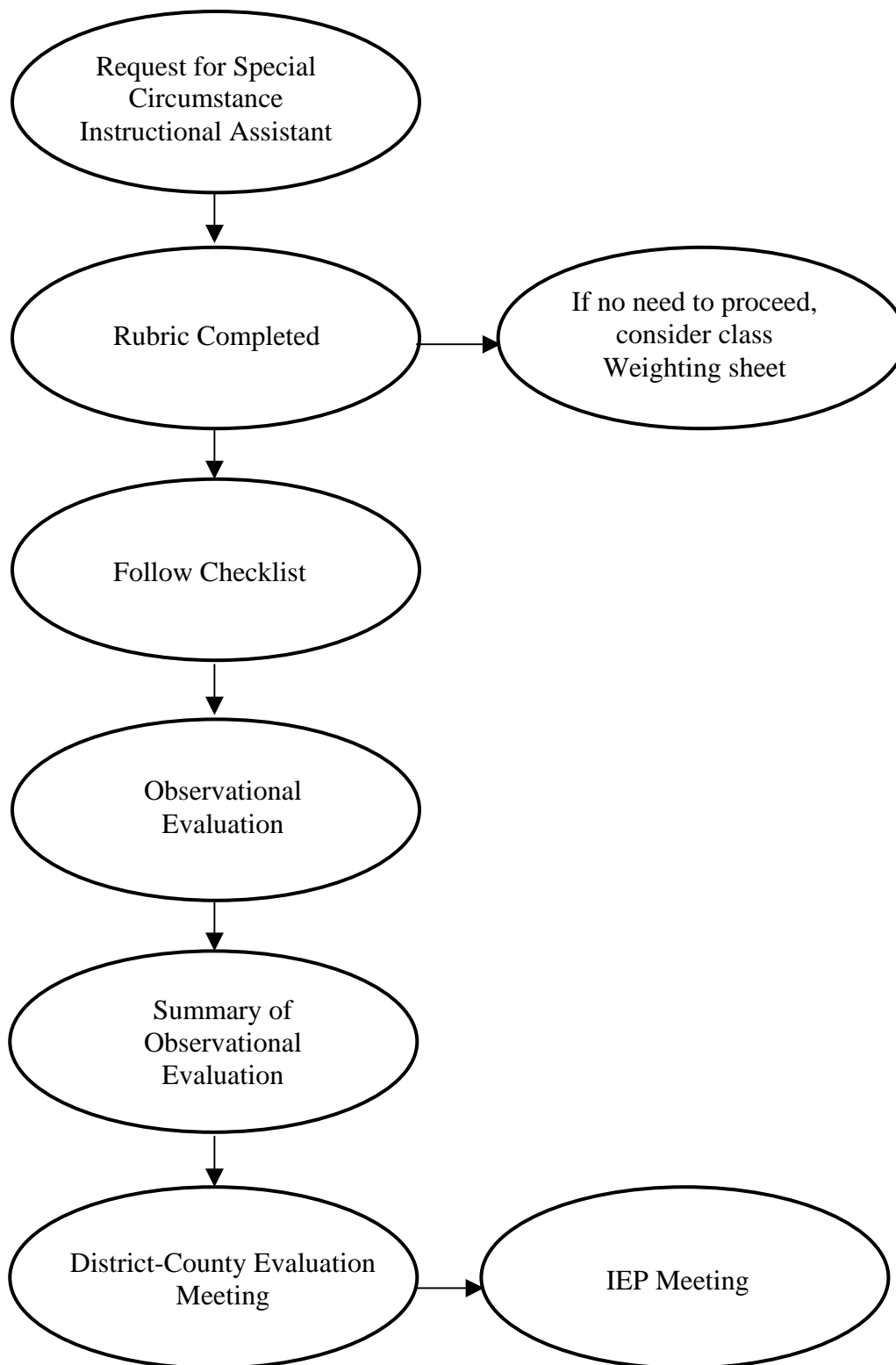
The Riverside County Office of Education (RCOE) recognizes the following County Offices and SELPAs for their contributions to the development of this document:

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***Flow Chart of Process for
Special Circumstance Instructional Assistant***





Student Needs for Additional Support Rubric

Student Name: _____ DOB: _____ Disability: _____ Date Reviewed: _____

Teacher: _____ Current Program: _____

Select the number that best describes the student in each rubric category that is appropriate.

	<i>Health/Personal Care/Rating</i>	<i>Behavior/Rating</i>	<i>Instruction/Rating</i>	<i>Inclusion/Mainstreaming/Rating</i>
0	General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medications administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities. <input type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs occasional reminders of room and schedule. Requires some additional support to finish work & be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 min daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. <input type="checkbox"/>	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. <input type="checkbox"/>	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications & accommodations to benefit from class activities. Regular socialization may require adult facilitation. <input type="checkbox"/>
3 *	Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, diapering. <input type="checkbox"/>	Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors. <input type="checkbox"/>	Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions & monitoring. Cognitive abilities & skills likely require modifications not typical for class as a whole. Needs Discrete Trial, ABA, Structured Teaching, PECS. Requires signing over 80% of time. <input type="checkbox"/>	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to & from class. Always requires modifications & accommodations for class work. Requires adult to facilitate social interaction with peers. <input type="checkbox"/>
4 *	Specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, cauterization.) Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily. <input type="checkbox"/>	Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group. <input type="checkbox"/>	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. <input type="checkbox"/>

*Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance. If mostly ratings of 3's & 4's, in two or more areas, continue with needs assessment process.



Process Checklist for Consideration of Additional Support

Teacher completed rubric with attached documentation to show need for additional assistance.

Date Completed:

1. _____ Coordinator/Principal notifies District Administrator of Special Education when there has been a request for consideration of Special Circumstances Instructional Assistant (SCIA). Include the following information:
 - A. Who made the request or suggestion?
 - B. Justification for consideration of extra support
 - C. Discuss composition of the Joint District-County Evaluation Team
2. _____ Coordinator/Principal contacts Joint District-County Evaluation Team who will complete the Evaluation to Determine the Need for SCIA.
3. _____ Observational evaluation is initiated by the Joint District-County Evaluation Team.
4. _____ Observational evaluation and summary of evaluation of additional support is completed.
5. _____ Informal Joint District-County Staff Meeting is convened to discuss the results of the observational evaluation including possible duration and hours of additional support. The district administrator or designee must attend the meeting. (See attached list of items that need to be addressed at the meeting.)
6. _____ IEP meeting is convened. District administrator or designee (with authority to sign the MOU Addendum) must be in attendance (District director is notified at least two weeks in advance). If it is determined that a SCIA is necessary, the MOU Addendum must be completed immediately after the meeting.
7. _____ If the decision is to increase aide support, it is written on the IEP with specific goals and objectives, monitoring strategies, fading strategies, and review dates (3 months suggested). A goal and objective is written for the student and a Special Circumstances Instructional Assistant (SCIA) is the person listed, along with the teacher, as responsible.
8. _____ Parent is informed that a substitute assistant will be employed as soon as all district and state employee mandates are met.
9. _____ The MOU and a full copy of IEP is sent to the County Director for signature and further processing.

Teacher's Name: _____ School: _____

District: _____ Student's Name: _____



Observational Evaluation To Determine the Need For Additional Support

Student: _____

School: _____

Teacher: _____

Date: _____

Section I: *Please complete the following review of the visual and physical structure of the classroom, curriculum design, data collection and planning.*

A. Posted schedule

1. The following are included in the posted schedule (*attach sample or use schedule form provided*):

☐

time

☐

student

☐

staff name

☐

activity

B. Visual schedule for individual student

1. Student uses the following as a symbol for individualized schedule:

☐

object

☐

icon

☐

photograph

☐

words

☐

picture

2. Room is arranged with a visual structure to show where tasks are completed per schedule:

☐

area for work one-to-one

☐

area for independent work

☐

area for group work

☐

area for leisure

3. Level of student following the schedule:

☐

independent

☐

physical prompt

☐

indirect verbal or gesture prompt

☐

not at all

☐

direct verbal prompt

4. Student use of the schedule:

☐

student carries schedule

☐

student uses transition cards

☐

student goes to schedule board

☐

teacher carries and shows the schedule

C. Curriculum and instructional planning

1. Check the curricular domains included in student program:

☐

communication

☐

pre-vocational/vocational

☐

self care

☐

behavior

☐

functional academics

☐

other

☐

motor skills/mobility

2. Describe reinforcers and reinforcement schedule used.
3. List equipment or devices used that may relate to the need for assistance (may be low incidence equipment or assistive technology device).
4. List age appropriate materials and activities.
5. Describe an activity with the student and attach a sample task analysis form used for an activity with the student (see appendix for samples).

D. Current data systems and collection of data

1. Is there current data on each objective (attach samples or use samples provided) that include:

<input type="checkbox"/> date	<input type="checkbox"/> level of independence (prompting needed)
<input type="checkbox"/> task	
2. How often are data collected?

<input type="checkbox"/> daily	<input type="checkbox"/> biweekly
<input type="checkbox"/> weekly	<input type="checkbox"/> monthly
1. How are data summarized (attach sample)?

<input type="checkbox"/> graphed	<input type="checkbox"/> other
<input type="checkbox"/> written narrative	

E. On-going classroom team meetings

1. How often are team meetings held? (formal or informal meetings)

<input type="checkbox"/> daily	<input type="checkbox"/> bi-weekly
<input type="checkbox"/> weekly	<input type="checkbox"/> monthly
2. Attach team meeting format (see appendix for samples).

F. Classroom Environment (Physical Structure)

Diagram the arrangement of furniture and small group instruction areas and equipment that provides the physical structure of the classroom (see attached example).

G. Describe the school day, assistance now provided, and the assistance needed.

H. Check what other types of assistance are needed:

- | | |
|---|--|
| <input type="checkbox"/> training for instructional staff | <input type="checkbox"/> in classroom coaching |
| <input type="checkbox"/> consultation for the classroom | <input type="checkbox"/> other |



Special Education Unit Summary of Evaluation for Additional Support

Student:_____ District:_____ DOB:_____

Age:_____ ☐ Male ☐ Female Grade Level:_____ School:_____

Parent/Guardian:_____ Home Phone:(_____) _____

Check the areas of intensive need that might indicate additional instructional assistant support.

Health/Personal Care	Behavior	Instruction	Inclusion/Mainstream
<input type="checkbox"/> Specialized health plan <input type="checkbox"/> G-tube <input type="checkbox"/> Medications <input type="checkbox"/> Suctioning <input type="checkbox"/> Food preparation <input type="checkbox"/> Diaper changing <input type="checkbox"/> Feeding-full support <input type="checkbox"/> Seizures weekly <input type="checkbox"/> Lifting/Transfers <input type="checkbox"/> Other:_____	<input type="checkbox"/> Behavior plan in place <input type="checkbox"/> Physically aggressive weekly <input type="checkbox"/> Non-compliant in class <input type="checkbox"/> Non-compliant on campus <input type="checkbox"/> Runs away weekly <input type="checkbox"/> ADHD medicated <input type="checkbox"/> Mental health client <input type="checkbox"/> Other:_____	<input type="checkbox"/> Discrete Trial/ABA <input type="checkbox"/> Physical prompts 80%+ <input type="checkbox"/> Verbal prompts 80%+ <input type="checkbox"/> Structured teaching <input type="checkbox"/> Assistive technology <input type="checkbox"/> PECs <input type="checkbox"/> Signing 80%+ <input type="checkbox"/> Other:_____	<input type="checkbox"/> Direct adult instruction <input type="checkbox"/> Physical support/positioning <input type="checkbox"/> Safety supervision 80%+ <input type="checkbox"/> Close visual supervision 80%+ <input type="checkbox"/> Other:_____

Describe EACH area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all the needs.

Describe interventions used to support referred student in EACH of the areas of marked above. Provide data that documents the prior success or failure of interventions and complete attached. School day description and assistance needed.



***Special Circumstances Instructional Assistants
Suggestions for Considerations at Joint District – County
Evaluation Meeting***

Below is a list of issues that should be considered at the above meeting. Discussion of these items could facilitate creative ways to combine district and county staff and resources in order to meet student needs.

1. Address the Special Circumstances Instructional Assistant (SCIA) philosophy, which indicates that too much support can become more disabling to a student and that staff should always work toward student independence.
2. Review and discuss the results of the Observational Evaluation.
3. Look at options related to more effective use of existing staff, rather than adding a SCIA. Discuss exactly how much individual assistance the student needs and who might be able to assist the student at a “high need” time. Consider natural supports.
4. Review the behavior management plan. Discuss whether a full functional analysis assessment and/or behavior intervention plan might be necessary.
5. Consider district as well as county resources and staff to meet the need.
6. Look toward additional materials or resources that might decrease need for additional staff.
7. Use the rubric and/or checklist to assist the team in quantifying the severity of student need.
8. Discuss specifically where and when additional assistance is needed, and if part-time SCIA, rather than full time, should be considered (3 hours vs. 6 hours?).
9. Discuss specific costs of adding additional support personnel.
10. Discuss plan for fading the extra support to maximize student independence.

Parent Guide to Instructional Assistant Services
Parent Involvement in Planning Instructional Assistant Support
To Implement the Individualized Education Program (IEP)

<p>What is the role of the parent in considering the need for additional instructional support personnel?</p>	<p>Parents should be active participants in the decision making process when considering the need for additional individualized service for their student. This is always an IEP team decision. First and foremost, the goal for any special needs learner is to encourage, promote, and maximize student independence. If not carefully monitored, additional assistance can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. If the team determines that a student needs additional help, family members need to contribute to the decision making and planning about how those services will be delivered. The following questions are intended to assist parents and other IEP team members in discussing this issue.</p>
<p>What accommodations or modifications are needed and who will deliver those accommodations?</p>	<p>The IEP team needs to specifically describe the modifications or accommodations the student needs in order to meet the goals and objectives on the IEP. Once those are designed, some decisions must be made about who will work with the student to implement those modifications and accommodations.</p> <p>In most situations, the teacher or existing instructional assistants will be able to implement those changes to the student's program. In other situations, additional support may be necessary. As team members plan for meeting the needs of individual students and the overall needs of the classroom program, they should consider all possible options for using available resources. The use of additional support staff may or may not be the most appropriate option for meeting student needs. Possible alternatives to assigning an individual special circumstances assistant include:</p> <ul style="list-style-type: none"> • Using peer tutoring or cooperative learning practices • Reassigning existing staff to help the student • Increasing training to existing staff in making accommodations • Assigning an individual instructional assistant for initial transition into a new setting for a specific time period • Utilizing volunteers and foster grandparents • Using assistive technology to encourage more independent functioning • Team teaching with the instructional assistant alternating between two classrooms • Reviewing and/or revising the behavior management plan <p>The IEP team may determine that an additional instructional assistant is needed. It is not the role the team members to assign an individual person to perform the identified services. That responsibility typically belongs to the principal.</p>
<p>If additional instructional services are determined to be the appropriate service delivery model, what questions need to be asked?</p>	<p>What support services will be provided by the additional instructional assistant?</p> <p>The IEP should include a specific description of the services the paraeducator will be expected to provide.</p>

Where will the services be provided?

The IEP should describe the educational setting in which the student will be working with the assistant. For instance, whether the student will work with the assistant in the general education setting or the special education setting should be discussed and documented in the IEP.

How much time will the instructional assistant be working with the child?

The IEP team should specify the approximate schedule for when the assistant will be providing additional support.

How long will the services be needed?

Additional support service may be discontinued when specific skills are accomplished, when levels of independence have been achieved, or when specific conditions are met. Usually a three-six month review is recommended. If not carefully monitored, individual assistant support can easily and unintentionally foster dependence.

Who will provide the services?

The IEP team should list the position of the person responsible. The name of the staff member should not be listed. Questions about substitutes or coverage in the event that the staff member is absent may need to be addressed for some students.

How will we know when the student will be able to be successful without these additional services?

The IEP team should list the level of independence or skill acquisition that will indicate the need to revise the level of support and the type of modification and services needed. Discussion at the IEP meeting might address these questions: What skills need to be accomplished before the student is able to be successful without the support of an individual assistant? How will we know when the student has attained mastery of these skills?

Questions the family may direct to the principal of the program:

- Who has the responsibility for observing and evaluating whether the assistant is working effectively with my child?
- To whom do we take concerns about the instructional assistant support?
- What skills does the additional instructional assistant need in order to work effectively with my child on IEP objectives?
- How will the person be trained prior to starting services?
- Who is going to train the assistant?

Questions for the family to consider to ensure effective communication throughout the school year:

- What ongoing staff development will be provided to the assistant?
- Who should I call to discuss routine issues such as day-to-day care or ordinary events that arise?
 - Who should I call about programming issues such as my child's progress, class scheduling, instructional needs, or social interaction with peers?
 - How will information the instructional assistant has about my child's experiences at school be shared with me?

Guía para Padres sobre los Servicios de Asistentes de Enseñanza
Participación de Padres en la Planeación de Apoyo de Asistentes de Enseñanza
para Implementar el Programa de Educación Individualizada (IEP)

<p>¿Cuál es la función de los padres al considerar la necesidad de personal adicional para apoyar la enseñanza?</p>	<p>Los padres deben ser participantes activos al tomar la decisión sobre la necesidad de servicios individualizados adicionales para su alumno. Ésta es siempre una decisión del equipo IEP. Primero y ante todo, la meta con cualquier aprendiz con necesidades especiales es impulsar, promover y aumentar su independencia. Si no se vigila con cuidado, la ayuda adicional puede, con facilidad y sin intención alguna, motivar la dependencia. El programa educativo íntegro debe evaluarse con cuidado para determinar donde se amerita el apoyo. Para ello se necesitará la contribución de la familia participará en la decisión y elaboración del plan de servicios. Las siguientes preguntas tienen como propósito ayudar a padres y miembros del equipo IEP al tratar esta cuestión.</p>
<p>¿Qué arreglos o modificaciones se necesitan y quién hará estos arreglos?</p>	<p>El equipo IEP detallará cambios o arreglos necesarios para que el alumno cumpla con las metas y objetivos del IEP. Una vez diseñados, se tomarán algunas decisiones sobre que persona trabajará con el alumno para aplicar las modificaciones y arreglos.</p> <p>En muchos casos, el maestro y los asistentes de enseñanza existentes aplicarán los cambios al programa del alumno. En otros casos, pudiera ser necesario un apoyo adicional.</p> <p>El equipo debe considerar otros recursos disponibles al planear cómo cumplir con las necesidades individuales y conjuntas de la clase. El uso de personal adicional de apoyo pudiera o no ser la opción más adecuada. Dentro de las posibles alternativas a la opción de asignar un asistente individual debido a circunstancias especiales se pudieran incluir:</p> <ul style="list-style-type: none"> • Usar las prácticas de tutoría de compañeros o enseñanza cooperativa • Reasignar el personal existente para ayudar al alumno • Aumentar la capacitación del personal existente al hacer los arreglos • Asignar, durante un tiempo específico, a un asistente de enseñanza individual durante la transición inicial a una nueva ubicación • Usar voluntarios o abuelos suplentes • Usar la tecnología de asistencia para motivar un funcionamiento más independiente • Enseñanza en equipo con el asistente de enseñanza alternando entre las dos clases • Repasar o modificar el plan de manejo de conducta <p>El equipo IEP pudiera determinar que se necesitan los servicios adicionales de un asistente de enseñanza. La función de los miembros del equipo no es la de asignar a personas individuales para desarrollar los servicios identificados. Esta responsabilidad típicamente le pertenece al director.</p>
<p>Si se determina que un modelo de servicios adicionales de enseñanza es el más adecuado, ¿qué preguntas deben hacerse?</p>	<p style="text-align: center;">¿Qué servicios de apoyo proporcionará el asistente adicional en la enseñanza?</p> <p>El IEP debe incluir una descripción específica de los servicios que se espera que proporcione el paraeducador.</p> <p style="text-align: center;">¿En dónde se proveerán los servicios?</p> <p>El IEP debe describir el ambiente educativo dentro del cual el alumno estará trabajando con el asistente. Un ejemplo de ello es si el alumno trabajará con el asistente dentro del ambiente de educación general o especial. Esto debe hablarse y</p>

	<p>documentarse en el IEP.</p> <p>¿Cuánto tiempo trabajará el asistente de enseñanza con mi niño?</p> <p>El equipo de IEP tendría que especificar el horario aproximado de cuándo el asistente le ofrecerá el apoyo adicional.</p> <p>¿Por cuánto tiempo se necesitarán los servicios?</p> <p>El equipo IEP pudiera suspender los servicios cuándo: se dominen habilidades específicas, se alcancen niveles de independencia o se cumplan condiciones específicas. Generalmente se recomienda una revisión en tres o seis meses. Si no se vigila con cuidado, el asistente de apoyo individual pudiera fácilmente y sin intención alguna motivar la dependencia.</p> <p>¿Quién ofrecerá los servicios?</p> <p>El equipo IEP determinará el nivel de independencia o habilidad que origine la revisión del apoyo, modificación y servicios necesarios. El diálogo durante la reunión del IEP pudiera tratar estas preguntas: ¿Qué habilidades necesitan adquirirse antes de que el alumno tenga éxito sin la necesidad del apoyo de un asistente individual? ¿Cómo sabremos cuando el alumno ha adquirido dominio de estas habilidades?</p>
<p>Preguntas que la familia pudiera dirigir al director del programa:</p>	<ul style="list-style-type: none"> • ¿Quién tiene la responsabilidad de observar y evaluar si el asistente está trabajando en forma efectiva con mi niño? • ¿A quién le llevamos nuestras preocupaciones sobre el apoyo del asistente de enseñanza? • ¿Qué aptitudes debe tener el asistente adicional de enseñanza para poder trabajar efectivamente con nuestro niño? • ¿Cómo se capacitará a la persona antes de comenzar sus servicios? • ¿Quién va a capacitar al asistente? • ¿Qué desarrollo continuo del personal se le ofrecerá al asistente?
<p>Preguntas que la familia debe considerar para asegurar una comunicación eficaz a través del año escolar:</p>	<ul style="list-style-type: none"> • ¿A quién debo llamar para hablar sobre asuntos rutinarios como el cuidado diario o eventos ordinarios que se susciten? • ¿A quién debo llamar sobre asuntos de programación? (Esto puede incluir el progreso del niño, horario de clases, necesidades de enseñanza o interacción social con los compañeros.) • ¿Cómo se compartirá conmigo la información que el asistente de enseñanza tiene sobre las experiencias en la escuela?

Appendix



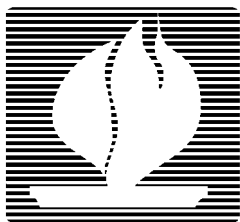
Division of Student Programs and Services
Special Education Unit

– *Appendix*

DAILY SCHEDULE

Primary Class Example

9:00 a.m.	Unload buses, Opening – lunch count, bathroom, student “sponge” activities, flag salute, calendar, morning music, names, colors, ABC’s (phoneme awareness and alphabetic understanding)
9:45 a.m.	Fine motor skills – paperwork, cutting, tracing, legos, table tasks
10:00 a.m.	Snack, recess, bathroom
10:45 a.m.	Theme activity – seasonal, art, craft, etc.
11:15 a.m.	Readiness Activities – math, number concepts, reading, alphabet understanding, science
12:00 p.m.	Lunch – bathroom
12:45 p.m.	Quiet time, music, reading books
1:15 p.m.	Individual Tasks, IEP goals, individual work systems
1:45 p.m.	Recess/P.E, bathroom
2:15 p.m.	Communication activities
2:45 p.m.	Prepare to go home



Division of Student Programs and Services
Special Education Unit

**RIVERSIDE COUNTY
OFFICE OF EDUCATION**

DR. DAVID LONG
Riverside County Superintendent of Schools

DAILY SCHEDULE

Upper Elementary/Middle School Example

8:00	Opening – lunch count, bathroom, students do sponge activities or prepare for day routine, flag salute, calendar, snack, communication activities.
8:45	Reading/language arts small group instruction and practice
9:15	Theme activity – seasonal, topic, or social studies activity
9:45	Recess, bathroom
10:15	Small Group Work - Group 1 students on Individual Work Tasks, Group 2 students on Functional Academics (Math on MWF, Health on TTH)
11:00	Art and or Craft activity using theme or reading ideas
11:30	P.E.
12:00	Lunch and bathroom
12:45	Quiet reading in small groups
1:10	Small Group Work – Group 1 on Functional Academics and Group 2 on Individual Work Tasks
1:55	Closing Activities – Writing, communication activities, study and organizing skills, homework help, science projects
2:25	Prepare to go home

DAILY SCHEDULE

Upper Elementary to High School Age MH Example

- 8:00** Opening activities – Bring students in from bus, bathroom, positioning = Group 1 – sits in upright position while greeting one another and making simple request Group 2 – responds to music with clapping, percussion, dancing etc.
- 8:45** Communication activities – Group 1- Singing activities Group 2- Instruction (body parts, common objects, food)
- 9:15** Motor Skills and Mobility – Group 1 - Walking, transferring and standing Group 2 – Ball activity or sensory motor activities
- 9:45** Work Systems - Matching, sorting, collating - Some on regular known systems with at least 2 others being taught a new system
- 10:15** Daily living skills - toileting, washing hands, combing hair, etc.
- 10:45** Communication activities – Group 1 – Instruction (body parts, common objects, food) Group 2 – Singing activities
- 11:15** Motor Skills and Mobility - Group 1 – Ball activity or sensory motor activities Group 2 - Walking, transferring and standing.
- 11:45** Lunch
- 12:30** Daily living activities – toileting, washing hands, clean up, brushing teeth, etc.
- 1:00** Work Systems – Matching, sorting, collating – Some on regular known activities with at least two other being taught a new system
- 1:30** Music and play therapy – at least two students are taught to play with toys, legos, objects, etc.
- 2:00** Closing activities – Positioning, toileting, communication, loading the bus etc.

DAILY SCHEDULE
Secondary MH Example
Block Schedule

8:00 – 9:30 Period One

8:00 – 8:15	Arrival and Toileting
8:20 – 8:40	Group 1 - Voc. Ed. – Work Tasks of Packaging
	Group 2 – Community Signs
	Group 3 – Spelling/sight word recognition
8:45 – 9:05	Rotate Groups
9:10 – 9:30	Rotate Groups

9:30 – 10:00 School Break

10:00 – 11:30 Period Two

10:00 – 10:30	Specially Designed P.E.
10:30 - 11:30	Mathematics Activities 9in small groups working on:
	❖ Computer
	❖ Dollar more method
	❖ Coin recognition
	❖ Calculator practice

11:30 - 12:00 Lunch

12:00 – 1:30 Period Three

Three students are Mainstreamed

- ❖ PECS Training
- ❖ Computer Activities per IEP
- ❖ Grooming

1:30 – 2:00 End of Day Activities

- ❖ Organizers
- ❖ Toileting
- ❖ Communication skills

Division of Student Programs and Services Special Education Unit

Task Analysis Data

Student: _____

Learning Activity: _____

Levels of Assistance

- | | |
|----|--------------------------|
| 5 | = Independent |
| 4 | = Gesture/Non Verbal Cue |
| 3 | = Verbal Cue |
| 2 | = Model |
| 1 | = Physical Prompt |
| -- | = Not Applicable |

[illegible]

Comments:

**Environmental Setting,
Location,
Peer Grouping,
Specific Data,
Unusual Situations** /



Classroom Case Management Staff Meetings

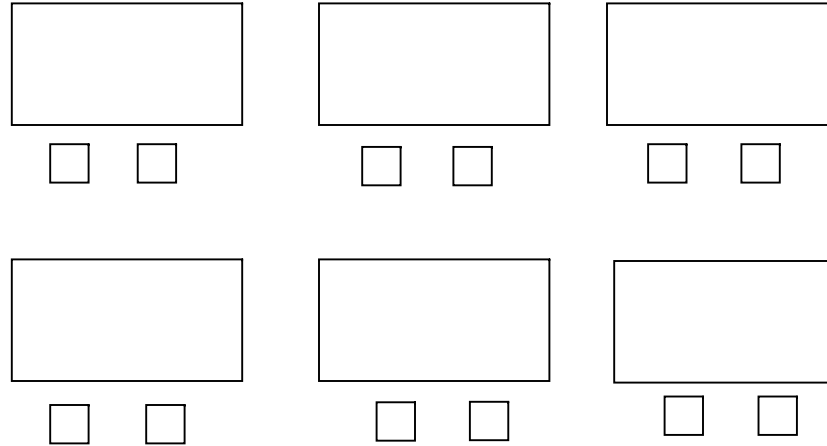
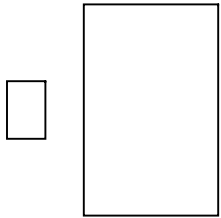
School Site:_____ Date:_____ Time:_____

Staff Present:_____

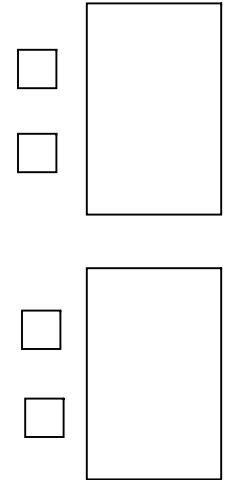
<i>Student Name</i>	<i>Goals Discussed</i>	<i>Positive Progress</i>	<i>Areas to Improve/Staff Responsible</i>

Classroom Physical Structure (Example)

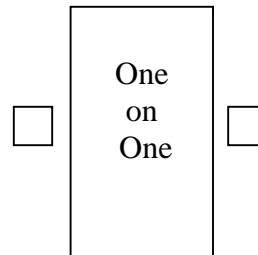
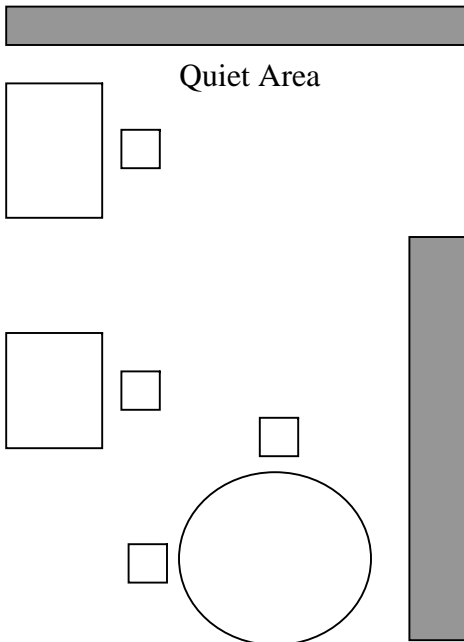
Large Group Instruction Area/Gathering Area



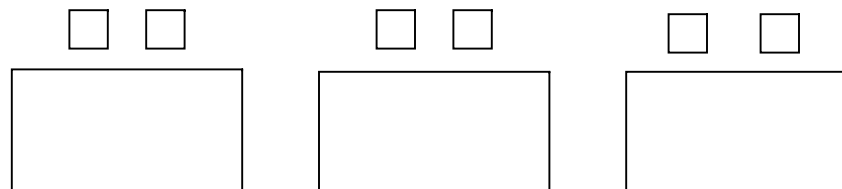
Computer Area



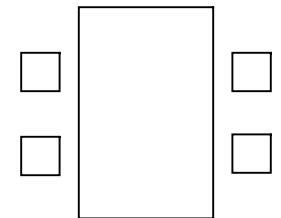
Quiet Area



Work Tasks Area



Small Group Instruction





School Day Description and Assistance Needed

Please describe the school day, the assistance now provided, and the assistance needed.

<i>Time</i>	<i>Activity</i>	<i>Behavior Exhibited</i>	<i>Current Support Provided</i>	<i>By Whom</i>	<i>Additional Support Needed and Type of Support</i>

Division of Student Programs and Services
Special Education Unit

Special Circumstance Instructional Assistant

Sample Goals and Objectives

Health/Personal Care Area

By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with only one verbal prompt per day for 5 consecutive days as measured by data.

1. By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with physical and verbal prompts for 5 consecutive days as measured by data.
2. By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with no more than 2 verbal prompts for 5 consecutive days as measured by data.

By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 6 times per session for 4 out of 5 consecutive days as measured by data.

1. By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 2 times per session for 4 out of 5 consecutive days as measured by data.
2. By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 4 times per session for 4 out of 5 consecutive days as measured by data.

By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 4 out of 5 trial days as measured by staff data.

1. By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 2 out of 5 trial days as measured by staff data.
2. By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 3 out of 5 trial days as measured by staff data.

Behavior Area

By ____ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 4 out of 5 occasions over 5 consecutive trial days as measured by data.

1. By ____ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 2 out of 5 occasions over 5 consecutive trial days as measured by data.
2. By ____ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 3 out of 5 occasions over 5 consecutive trial days as measured by data.

By ____ when given a direction, student will follow that direction within 30 seconds with no protest or complaining 4 out of 5 requests for 5 consecutive trial days as measured by staff.

1. By ____ when given a direction, student will follow that direction within 30 seconds with no more than 3 protests or complaints 4 out of 5 requests for 5 consecutive trial days as measured by staff.
2. By ____ when given a direction, student will follow that direction within 30 seconds with no more than 1 protest or complaint 4 out of 5 requests for 5 consecutive trial days as measured by staff.

By ____ during unstructured time, student will keep hands and feet to self and refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.

1. By ____ during unstructured time, student will keep hands and feet to self with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.
2. By ____ during unstructured time, student will refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.

By ____ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 4 out of 5 situations over 5 trial days as measured by staff data.

1. By ____ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 2 out of 5 situations over 5 trial days as measured by staff data.
2. By ____ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 3 out of 5 situations over 5 trial days as measured by staff data.

<hr/> <hr/> <i>Instruction Area</i>

By ___ student will compose/write a complete sentence including correct grammar, syntax and spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.

1. By ___ student will compose/write a complete sentence including correct grammar and syntax with 80% accuracy for 5 consecutive trial days as measured by work samples.
2. By ___ student will compose/write a complete sentence including correct spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.

By ___ student will improve comprehension skills by answering questions on main idea and specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.

1. By ___ student will improve comprehension skills by answering questions on main idea following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.
2. By ___ student will improve comprehension skills by answering questions on specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.

By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times for 5 consecutive trial days as measured by staff data.

1. By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with physical prompts for 5 consecutive trial days as measured by staff data.
2. By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with verbal prompts for 5 consecutive trial days as measured by staff data.

By ___ when given a matching work task with at least 10 items to be sorted, student will sort items into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

1. By ___ when given a matching work task with at least 10 items to be sorted, student will sort items physical prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.
2. By ___ when given a matching work task with at least 10 items to be sorted, student will sort items indirect prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

By ___ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 3 minutes, when given the instructions to "do your work" on 4 out of 5 trial days as recorded by staff.

1. By ___ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 5 minutes, when given the instructions to "do your work" on 4 out of 5 trial days as recorded by staff.
2. By ___ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 4 minutes, when given the instructions to "do your work" on 4 out of 5 trial days as recorded by staff.

By ____ student will name at least 6 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)

1. By ____ student will name at least 3 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)
2. By ____ student will name at least 5 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)

<hr/> <i>INCLUSION/MAINSTREAMING</i>

By ____ student will participate in a general education kindergarten class by following directions given to whole class, with no prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.

1. By ____ student will participate in a general education kindergarten class by following directions given to whole class, with verbal prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.
2. By ____ student will participate in a general education kindergarten class by following directions given to whole class, with indirect prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.

By ____ student will participate in a general education 3rd grade class by completing the modified classwork, as developed by the teacher and instructional assistant, with 75% accuracy over 5 consecutive trial days as measured by student work.

1. By ____ student will participate in a general education 3rd grade class by completing the modified classwork, as developed by the teacher and instructional assistant, with 75% accuracy over 2 consecutive trial days as measured by student work.
2. By ____ student will participate in a general education 3rd grade class by completing the modified classwork, as developed by the teacher and instructional assistant, with 75% accuracy over 4 consecutive trial days as measured by student work.



Special Education Unit
Class Weighting Worksheet

School: _____ Teacher: _____ Grade/Age: _____

Total Number of Students: _____ Disability: _____ Total IAs: _____

	<i>Health/Personal Care</i>	<i>Behavior</i>	<i>Instruction</i>	<i>Inclusion/Mainstreaming</i>	
<i>Student Name</i>	_____ A. Specialized health plan _____ B. G-tube _____ C. Medications _____ D. Suctioning _____ E. Food preparation _____ F. Diaper changing _____ G. Feeding-full support _____ H. Seizures weekly _____ I. Other: _____	_____ A. Behavior plan in place _____ B. Physically aggressive weekly _____ C. Non-compliant in class _____ D. Non-compliant on campus _____ E. Runs away weekly _____ F. ADHD medicated _____ G. Mental health client _____ H. Other: _____	_____ A. Discrete Trial/ABA 80%+ _____ B. Physical prompts _____ C. Verbal prompts 80%+ _____ D. Structured teaching _____ E. Assistive technology _____ F. PECs _____ G. Signing 80%+ _____ H. Other: _____	_____ A. Direct adult instruction _____ B. Physical support/positioning _____ C. Safety supervision 80%+ _____ D. Close visual supervision 80%+ _____ E. Other: _____	Total

Rating System:

- Write the “letter” for each of the items that apply to students in the columns above.
- Tally and enter the number of individual items for all students in the area provided next to the items at the top of the columns. Example: If five students have a “Specialized health plan” in place, mark a “5” on the line next to “A. Specialized health plan” in the first column.
- Please provide data for each item marked.

Form to be completed by Coordinator/Principal or Psychologist.

Related Education Codes

§ 44919. Temporary employees

- (a) Governing boards of school districts shall classify as temporary employees those persons requiring certification qualifications, other than substitute employees, who are employed to serve from day to day during the first three school months of any school term to teach temporary classes not to exist after the first three school months of any school term or to perform any other duties which do not last longer than the first three school months of any school term, or to teach in special day and evening classes for adults or in schools of migratory population for not more than four school months of any school term. If the classes or duties continue beyond the first three school months of any school term or four school months for special day and evening classes for adults, or schools for migratory population, the certificated employee, unless a permanent employee, shall be classified as a probationary employee. The school year may be divided into not more than two school terms for the purposes of this section.
- (b) Governing boards shall classify as temporary employees persons, other than substitute employees, who are employed to serve in a limited assignment supervising athletic activities of pupils; provided, such assignment shall first be made available to teachers presently employed by the district. Service pursuant to this subdivision shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.
- (c) In any district, the governing board may, to prevent the stoppage of school district business when an actual emergency arises and persons are not immediately available for probationary classification, make an appointment to a position on a temporary basis for a period not to exceed 20 working days. The person so appointed shall be deemed to be a temporary employee who is employed to serve from day to day. Service by a person in such an appointment on a temporary basis shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

§ 44920. Employment of certain temporary employees; reemployment in vacant positions as probationary employee

Notwithstanding the provisions of Sections 44917 and 44919, the governing board of a school district may employ as a teacher, for a complete school year, but not less than one semester during a school year unless the date of rendering first paid service begins during the second semester and prior to March 15th, any person holding appropriate certification documents, and may classify such person as a temporary employee. The employment of such persons shall be based upon the need for additional certificated employees during a particular semester or year because a certificated employee has been granted leave for a semester or year, or is experiencing long-term illness, and shall be limited, in number of persons so employed, to that need, as determined by the governing board. Any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified by the governing board as a probationary employee and the previous year's employment as a temporary employee shall be deemed one year's employment as a probationary

employee for purposes of acquiring permanent status. For purposes of this section "vacant position" means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave.

§ 45103. Classified service in districts not incorporating the merit system

The governing board of any school district shall employ persons for positions not requiring certification qualifications. The governing board shall, except where Article 6 (commencing with Section 45240) of this chapter or Section 45318 applies, classify all such employees and positions. The employees and positions shall be known as the classified service. Substitute and short-term employees, employed and paid for less than 75 percent of a school year, shall not be a part of the classified service. Part-time playground positions, apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment, shall not be a part of the classified service. Full-time students employed part time, and part-time students employed part time in any college work-study program, or in a work experience education program conducted by a community college district pursuant to Article 7 (commencing with Section 51760) of Chapter 5 of Part 28, of Division 4, of this title and which is financed by state or federal funds, shall not be a part of the classified service. "Substitute employee," as used in this section, means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the governing board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time. "Short-term employee," as used in this section, means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. "Seventy-five percent of a school year" means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of number of hours worked per day. Employment of either full-time or part-time students in any college work-study program, or in a work experience education program shall not result in the displacement of classified personnel or impair existing contracts for services. This section shall apply only to districts not incorporating the merit system as outlined in Article 6 (commencing with Section 45240) of this chapter.

RESOURCES

“Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom, Second Edition (Putnam), BrookesPublishing.com

Council for Exceptional Children Professional Standards for Special Education Paraeducators, 1999. Web site: cedprof@ced.sped.org

“Determining When a Student Requires Paraeducator Support,” by Patricia Mueller and Francis V. Murphy, The Council for Exceptional Children, 2001, Vol. 33 No. 6, pp22-27.

“Guidelines for Working with One-To-One Aides” by David F. Freschi, The Council for Exceptional Children, April 1999.

“Guide for Effective Paraeducator Practices in Iowa”, Iowa Department of Education, Division of Early Childhood, Elementary and Secondary Education, January 1998.

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